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ABSTRACT

The Connecticut Curriculum Trace Maps are designed to help curriculum developers and teachers translate Connecticut's K-12 performance standards into objectives and classroom practice. The Trace Maps provide detailed descriptions of what students should know and be able to do at smaller grade level clusters, K-2, 3-4, 5-6, 7-8, 9-10, and 11-12. The elements in the Trace Maps are designed to lead students to attain the Connecticut standards for each discipline. Content standards for the visual arts are: (1) media: students will understand, select, and apply media, techniques, and processes; (2) elements and principles: students will understand and apply elements and organizational principles of art; (3) content: students will consider, select, and apply a range of subject matter, symbols, and ideas; (4) history and cultures: students will understand the visual arts in relation to history and culture; (5) analysis, interpretation, and evaluation: students will reflect upon, describe, interpret, and evaluate their own and others' work; and (6) connections: students will make connections between the visual arts, other disciplines, and daily life. (BT)

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CONNECTICUT

STATE DEPARTMENT OF EDUCATION

Division of Teaching and Learning

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Connecticut Curriculum Trace Maps

The Visual Arts

SO 033 722

Scott Shuler

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The Connecticut Curriculum Trace Maps are designed to help curriculum developers and teachers translate Connecticut's K-12 History and Social Studies performance standards into objectives and classroom practice. The Trace Maps provide more specific description of what students should know and be able to do at smaller grade level clusters. The elements in the Trace Maps are designed to lead students toward the attainment of Connecticut's standards in each discipline.

The Trace Maps were created by teams of Connecticut history/social studies education educators through funding provided under the Connecticut School Improvement Initiative, Goals 2000.

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VISUAL ARTS

CONTENT STANDARD 1: Media

Students will understand, select and apply media, techniques and processes.

PERFORMANCE STANDARDS K-4

Students will:

a. **Differentiate between a variety of media, techniques and processes.**
b. **Describe how different media, techniques, and processes cause different effects and personal responses.**
c. **Use different media, techniques and processes to communicate ideas, feelings, experiences and stories.**
d. **Use art media and tools in a safe and responsible manner.**

Grade 2	Grade 4
1.2.1 Students examine artwork of different and contrasting mediums and discuss differences in use of color mixing in a variety of media to determine how these media might interact with different results (i.e., chalk, tempera, crayon, etc.); make predictions on what results will be achieved with the various media; create a series of color mixing using a variety of media; evaluate their finished artworks, comparing prior predictions with final outcome; and discuss artists and designers' choices of media in a variety of fields (from painting fashion design to car paint, etc.) and use of various media in relation to location or culture (i.e., ground pigments, fresco, etc.). Standards 1ab, 2a, 5ac, 6d	1.4.1 Students compare and contrast the treatment of single theme (i.e., portrait, landscape, still life, etc.) in a variety of media created by different artists and cultures, discuss viewer reaction to the content of each piece; create a series of drawings based upon a single theme, done in at least three different media and which may include the importing of an original sketch into a computer graphics program (i.e., Adobe Illustrator/Photoshop, MetaCreations Painter) and the use of a variety of graphic tools, filters, etc., and evaluate the series of drawings to compare the advantages and disadvantages of each medium and discuss which elements are most prominent in each. Standards 1ab, 5cd
1.2.2 Students safely wash and store brushes after using tempera paint. Standard 1d	1.4.2 Students observe the rules and procedures for proper handling and cleaning of printmaking tools (i.e., cutting away from oneself when using a linoleum tool, washing and brayers, etc. Standard 1d
1.2.3 Students use a variety of media (such as tempera, marker, or crayons) to express a specific emotion (i.e., happy, sad, mad, etc). Standards 1bc	1.4.3 Students use a variety of media, techniques and processes (i.e., papier-mache, paper sculpture, slab construction, etc.) to create a series of sculptures using a central theme (i.e., animals, figures, architecture, etc.). Standards: 1ac
1.2.4 Students view prints of artwork made from different materials and by different techniques (i.e., painting, photography, metal sculpture, etc), then discuss and compare their responses to each. Standard 1b	1.4.4 Students explore a variety of media (i.e., paint, chalk, clay, etc.) and then describe the different visual effects elicited by the materials, techniques and processes (i.e., explain how an animal painted with tempera will look different from one created with chalk). Standards 1ac

VISUAL ARTS

CONTENT STANDARD 1: Media

Students will understand, select and apply media, techniques and processes.

PERFORMANCE STANDARDS 5-8

Students will:

a. **Select media, techniques, and processes to communicate ideas, reflect on their choices, and analyze what makes them effective.**
b. **Improve the communication of their own ideas by effectively using the characteristics of a variety of traditional and contemporary art media, techniques and processes (including 2-dimensional, 3-dimensional and electronic).**
c. **Use different media, techniques, and processes — including 2-dimensional, 3-dimensional and electronic- to communicate ideas, feelings, experiences and stories.**

Grade 6	Grade 8
1.6.1 Students compare and contrast pictorial stories from different cultures with various media and symbolism (i.e., pictographs, hieroglyphs, Bayeux Tapestry, illuminated manuscripts); discuss how cultural attitudes and beliefs affected the choice of content and design of the work; and create a pictorial story using a variety of media based on a current historical event and evaluate the finished art. Standards: 1ac, 3ab, 4a, 5acd, 6a 1.6.2 Students discuss the use of collage in 20th century art, focusing on the variety of materials, patterns, textures and compositional structure (i.e., Picasso, Bearden, Rauchenberg); compare differences in collage portraits versus traditional painted portraits; compose a collage self-portrait using a variety of materials to depict personal interests and identity; and evaluate final portraits for use of texture, contrast, pattern and organizational principles. Standards 1abc, 2bc, 4a, 5bde 1.6.3 Students use paint to design a poster in Art Deco style, then design the poster in a computer graphics program, utilizing distortion and resizing features to manipulate and change the image (a copy machine may also be used); discuss the advantages of technology affects current design trends in the graphic arts. Standards 1abc, 2ab, 4bc, 5be	1.8.1 Students discuss the advantages of printingmaking as an art medium and the variety of printmaking techniques used throughout history and various cultures (i.e., woodblocks, linoleum blocks, etching, lithography, silk screen, Xerox, and computer); compare prints of similar themes and different techniques to view similarities and differences in the treatment of subjects and the elements; create two series of prints with the same theme using different printmaking processes; compare results and disucss the effectiveness of each process in the student's intent; and identify changes made by technological advances in printmaking (i.e., Guttenburg press to laser printing). Standards 1ab, 2ab, 5bcde 1.8.2 Students create a collage/montage using different media (i.e., found object, technology, drawing media, etc.) that communicates a specific theme (i.e., nature, friendship, etc.). Standards 1abc 1.8.3 Students demonstrate the differences in a variety of dry media to show diverse qualities; examine the role of dry media in different historical contexts, (i.e., artist sketches of the Renaissance as preliminary works for painting and modern drawings designed as finished works or sketches for animated films; create a drawing of a single

Grade 6	Grade 8
1.6.4 Students complete a performance-based test on a particular process/technique, for example, students must demonstrate the proper procedure for creating a block print using two colors; and explain safety precautions involved. Standards 1abd 1.6.5 Students incorporate several watercolor techniques (masking, wash, wet on wet, spattering, etc.) in a painting that expresses a specific experience or emotion. Standards 1abc 1.6.6 Students create a mixed media instructional poster/chart which demonstrates characteristics of a variety of media. Standard 1a	object (apple, hand, snake, etc.) divided into 8 separate areas; draw within each area using a different type of dry media pencil such as Ebony, Prismacolor, 4B, 6H. Charcoal, etc.; and compare different areas in finished piece for advantages and limitations with each media choice. Standards 1ab, 4a, 5acde 1.8.4 Students write an instructional piece using illustrations on how to use materials and tools for a specific process in a safe and responsible manner (i.e., how to make a coil pot, or how to prepare for linoleum block printing). Standards 1cd, 6b 1.8.5 Students given a general "recipe" of materials (i.e., yarn, a round wooden ball, 3 paper bags, cardboard, glue, etc.) solve a design problem by using all the materials to create a unified sculpture. Standards 1abc

VISUAL ARTS

CONTENT STANDARD 1: Media

Students will understand, select and apply media, techniques and processes.

PERFORMANCE STANDARDS 9-12

Students will:

a. Apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized.
b. Conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes.
c. Communicate ideas consistently at a high level of effectiveness in at least one visual arts medium.

Grade 10	Grade 12
1.10.1 Students focus on significant characteristics of a medium and why this medium was preferred to other media to express content in a historical period (i.e., printmaking by Kathe Kollwitz in WWI to WWII) with attention to the design concepts (i.e., use of texture, line) and content (i.e., a social issue). Standards 1ab, 2a, 3b, 4a, 5ab, 6a	1.12.1 Students research cultural and historical visual techniques and styles of several artists all using the portrait as a subject (i.e., Miriam Shapiro, Romare Bearden, Pablo Picasso, etc.); create a series of three self portraits using three separate media; and analyze and compare the effectiveness of each medium. Standards 1a, 2c, 3b, 4ac, 5b, 6a
1.10.2 Students demonstrate the capabilities of one medium by completing 5-6 pieces of artwork which reflect a central theme such as landscape or still life; and throughout this process examine and analyze works from different periods with a similar theme. Standards 1abc, 3a, 5a	1.12.2 Students demonstrate the capabilities of one medium by completing 5-6 pieces of artwork which reflect a central theme such as the human figure or architecture; and show evidence of a proficiency of technique in the body of this work. Standards 1abc, 2c, 3a
1.10.3 Students take responsibility for maintaining art materials and tools (i.e., washing and storing brushes after painting, maintain and manage moist clay). Standard 1d	1.12.3 Students using hatching, crosshatching, blending and stippling (media choice could be marker, ink, pastel, etc.) create a still life with a dramatic light source. Standard 1a
1.10.4 Students analyze differences in media, techniques, concepts and processes used by various cultures to create a functional item such as a bowl or basket (i.e., Shaker baskets, coil pots of Nigeria); compare what characteristics are common or different; create a bowl or basket using similar media, techniques, and design qualities; and discuss and evaluate the effectiveness of the process of the finished form. Standards 1ab, 2ab, 4ab, 5a	1.12.4 Students mentor or teach another student a process in which they are proficient. Standard 1a 1.12.5 Students choose appropriate tools with a given medium to solve a design problem or express an idea. Standards 1ab

VISUAL ARTS

CONTENT STANDARD 2: Elements and Principles

Students will understand and apply elements and organizational principles of art.

PERFORMANCE STANDARDS K-4

Students will:

a. Identify the different way visual characteristics are used to convey ideas.
b. Describe how different expressive features, and ways of organizing them, cause different responses.
c. Use the elements of art and principles of design to communicate ideas.

Grade 2	Grade 4
2.2.1 Students contrast works of art with a variety of line qualities (i.e., Chinese brush paintings, pen and ink drawings by Henri Matissee, Lascaux cave paintings, etc.) and compare how these qualities (i.e., width, direction, length, etc.) may suggest form as opposed to just shape (suggested by lines of uniform width); after practice making a variety of lines with a brush and black tempera paint to achieve different effects and viewer responses, create a line painting of a specific theme (i.e., landscape, plant, etc.) that incorporates a variety of line qualities; and discuss and evaluate the effectiveness of line (to suggest form) in the completed works. Standards: 1b, 2abc, 4b, 5bcd 2.2.2 Students discuss how geometric shapes and patterns are used by artists in structuring a composition (i.e., Piet Mondrian, Frank Stella, Kasimir Malevich, etc.); compare examples in our environment (i.e., buildings, aerial photos, street maps, bridges, etc.); and create an artwork using basic geometric shapes and line for composition. Standards: 2a, 3a, 5b, 6d 2.2.3 Students utilize appropriate art terminology (i.e., texture, balance, primary colors, etc.) when describing their own work and that of others. Standards 2b, 5b 2.2.4 Students select and categorize works (i.e., magazine pictures) emphasizing a particular art element (i.e., line, shape, color, etc.). Standards 2ac, 6d 2.2.5 Students identify various ways to create texture on a clay surface (i.e., pinch, stipple, incise, etc.) and discuss/describe responses to them. Standards 1a, 2abc	2.4.1 Students analyze artworks where the artist enlarges a specific subject (i.e.,. flowers by Georgia O'Keefe, portraits by Chuck Close, etc.) to transform the "ordinary into the extraordinary"; discuss the compositional structure of using one object to fill the painted area; review organizational elements and principles (i.e., shape, color, balance, etc.) to identify the artist's intent; greatly enlarge a natural object (i.e., leaf, stone, feather, etc) which was found or procured; evaluate which elements are the focus of completed pieces and how effectively each piece conveys the idea of the original object; and discuss how choice of subject matter affects viewer reaction to artwork. Standards 1b, 2abc, 3ab, 5bcd 2.4.2 Students compare and contrast the use of materials, techniques, styles and intent between masks of various cultures (i.e., Peruvian, Nigerian, Japanese, Native American, etc.); discuss prominent elements (shape, color, texture, etc.) in each and the role of masks within the originating culture; identify and discuss the role of masks within our own culture and ways in which masks are used by people today; create a mask of found objects to be used for a specific function (i.e., ceremonial, decorative, representational, etc.); and evaluate how choice of objects and compositional arrangement of elements convey meaning and intent in finished mask (i.e., discuss qualities of expressiveness, formal balance, and proportion, etc.). Standards 1abc, 2abc, 3ab, 4a, 5abcd, 6de 2.4.3 Students after viewing a body of art prints (i.e., Jacob Lawrence, van Gogh, Georgia O'Keefe, Hoskusai, etc.) that focus on the art elements and organizational principles (i.e., line, shape, color, balance, movement, etc.), select work(s) that appeal to them and justify reasons for their choice based on artist's use of art elements and principles.

Grade 2	Grade 4
	Standards 2ab, 3a, 5bcd 2.4.4 Students after viewing and discussing a motion piece (i.e., Marcel Duchamp's "Nude Descending a Staircase") to see how artists of the 20th century have tried to capture the idea of movement with a still image, viewing examples of current ads, photos, logos, etc. that portray movement and motion and listening to a variety of musical pieces that portray a series of movements at different paces, create a stencil or print that exemplifies motion and use it repeatedly within a single piece to describe movement (running, jumping, etc.); and evaluate each other's artworks to interpret which motions and movements were intended. Standards 2abc, 5abcd, 6ad 2.4.5 Students compare and contrast a variety of common functional items (i.e., cup, bowl, vase, etc.) to investigate how the art elements and design principles (line, shape, balance, variety, rhythm, etc.) were applied. Standard 2abc, 5b, 6d

VISUAL ARTS

CONTENT STANDARD 2: Elements and Principles

Students will understand and apply elements and organizational principles of art.

PERFORMANCE STANDARDS 5-8

Students will:

a. **Use ways of arranging visual characteristics and reflect upon what makes them effective in conveying ideas.**
b. **Recognize and reflect on the effects of arranging visual characteristics in their own and others' work.**
c. **Select and use the elements of art and principles of design to improve communication of their ideas.**

Grade 6	Grade 8
2.6.1 Students discuss the role of socially oriented muralists such as Diego Rivera, Siquieros, or Thomas Hart Benton and their choice of subject matter; focus on how different aesthetic theories such as representationalism, abstraction, formalism, etc., affect the viewer's response to the piece; create a cooperative group mural focusing on a contemporary or historical issue (i.e., the fragile environment of the sea); individually select effective media from a compiled list; and analyze the finished work using the elements and design principles as major criteria. Standards 1a, 2c, 3ab, 4ac, 5ab, 6d	2.8.1 Students compare and contrast propaganda posters of different cultures/countries during WWII or Cold War era; analyze design decisions and psychological or interpretive effects of these decisions including color, shape, emphasis, etc.; create a persuasive poster meant to convey a current political idea or position; analyze and justify decisions made in the process; and for final evaluation select a current example of visual propaganda and explain its use of elements and principles in the intent to persuade. Standards 2abc, 3ab, 4abc, 5abcd, 6bd
2.6.2 Students define and describe vocabulary terms associated with the elements of art and organizational principles. Standard 2b	2.8.2 Students organize geometric and organic shapes to arrange a composition depicting a fable or fairy tale. Standards 2a, 3a, 6b
2.6.3 Students discuss the use of patterns taken from nature in historical art and craft forms and the related symbolism of those patterns; relate the artists use and choice of pattern to natural biological patterns and functions (i.e., branching cluster, etc.); utilize a pattern taken from nature to create a design for a Japanese kimono or other garment; and evaluate changes or similarities in shape and composition between original natural pattern and chosen composition as well as choices for symbolic use. Standards 2abc, 3ab, 5bc, 6ab	2.8.3 Students compare and contrast the organizational principles in two different cultures in contemporary time periods (i.e. Japanese printmaking and Impressionist or Post Impressionist painting in 19th century France); discuss how advances in trade, travel and cultural interaction facilitated the sharing of artistic ideas, symbols, principles and techniques; distinguish 5 shared elements, principles, or source of content between the two cultures artworks; based on this criteria create an artwork (print, painting, etc.) using all 5 characteristics; and use a checklist to assess their finished piece. Standards: 2abc, 3a,4abc, 5bde, 6b
2.6.4 Students create a visual motif or symbol that is repeated throughout a design system (i.e., grid, radial pattern, etc.) where each unit focuses on a specific art element or organizational principle (i.e., one unit may demonstrate a comlimentary color scheme, another visual texture, etc.); explore similar themes in art (i.e., Tantric art, M.C. Escher, Chuck Close, Judy Chicago, etc.) and self-evaluate using a rubric. Standards 2bc	2.8.4 Students study and reproduce a selected realistic sculpture into an abstract form focusing on compositional elements; examine and research the movement of abstraction with a focus on artists content and use of form with a variety of media, using the internet as a resource and/or graphics programs to help generate initial sketches of selected sculpture. Standards 1c, 2ab, 3b, 4b, 5b

Grade 6	Grade 8
2.6.5 Students use the elements and principles as a criteria to evaluate a project in progress; isolate one element or principle that could improve the piece and present this information in a mid-point critique; and upon completion, reflect on and justify this choice. Standards 2abc, 5def	

VISUAL ARTS

CONTENT STANDARD 2: Elements and Principles

Students will understand and apply element and organizational principles of art.

PERFORMANCE STANDARDS 9-12

Students will:

a. Judge the effectiveness of different ways of using visual characteristics in conveying ideas.

b. Apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems.

Grade 10	Grade 12
2.10.1 Students correct usage of visual terminology when evaluating their own work or that of others. Standards 2b, 5b	2.12.1 Students apply and give justification for the arrangement of elements in a composition (placement of focal point). Standards 2ab
2.10.2 Students research contemporary advertisements; design one advertisement for a community event (i.e., spring concert, senior class play, arts festival) using computer technology (PhotoShop or Superpaint) to alter the visual characteristics (such as font and placement) to appeal to different audiences; and use peer assessment to evaluate how the arrangement of the art elements and design principles affect the visual impact/focus of a work of art. Standards 1ab, 2abc, 5bc, 6d	2.12.2 Students analytically study organizational principles (i.e., rhythm, repetition) and elements of art (organic shape) used by such artists as Miro, Matisse and Delauney; and complete a unit within a large mural format with a specific focus of content (i.e., musical instruments or sea animals) where each composition smoothly transitions to the surrounding artwork of the other students in order to achieve unity. Standards 2abc, 5b
2.10.3 Students view and describe a variety of artwork dealing with the concept "word as image" and discuss such artists as Charles Demuth, Stuart Davis, Basquiat; combine words and images imaginatively and according to the principles of organization to assemble a mixed media portrait of a significant person in the student's life (media may include: technology produced artwork, paint, cut paper). Standards 1abc, 2ab, 4c	2.12.3 Students develop a portfolio of work including artwork in a series to achieve an in-depth study of a technique and/or concept; select four works to assess using a peer assessment checklist; and examine other students; artwork from the perspective of each element and principle of design to determine the work's strengths and weaknesses. Standards 2abc, 3a, 5bef
2.10.4 Students create a series of media squares that focuses on specific art elements or design principles (i.e., six apples, one drawn using line, another using shape, another using texture, etc.). Standards 2abc, 5b	2.12.4 Students in groups, address the problem of creating an appropriate sculpture for the entrance to a state building; role play artists presenting sketches to a public official and justify their final choice using visual art terminology. Standards 2abc, 6e

VISUAL ARTS

CONTENT STANDARD 3: Content

Students will consider, select and apply a range of subject matter, symbols and ideas.

PERFORMANCE STANDARDS K-4

Students will:

a. Discuss a variety of sources for art content.

b. Select and use subject matter, symbols and ideas to communicate meaning.

Grade 2	Grade 4
3.2.1 Students review early abstract art for connections to music (i.e., Kandinsky, Gorky, etc.); associate a particular color with a specific note or musical passage; and while listening to a piece of selected music, respond by using color (i.e., marker, crayon, paint, etc.) on paper to portray a visual structure of the music. Students 1c, 2abc, 3ab, 5c, 6ab 3.2.2 Students create a journal of visual images (i.e., using cut out pictures from magazines, newspapers, photos, etc.) that reflect students' interest and tastes. Standard 3b 3.2.3 Students discuss works of art in which objects are hidden or disguised (i.e., Rousseau's jungle paintings, Silverstein's portraits, M.C. Escher's prints, Bev Doolittle's painting, etc.); brainstorm with classmates what objects could be hidden in their imaginative environments; and create artwork (i.e., painting, collage, drawing, etc.) that utilizes hidden or disguised objects. Standards 1c, 2ab, 3ab, 5c 3.2.4 Students look at and analyze a series of artwork in which artists (i.e., Faith Ringgold, Romare Beardon, Marc Chagall, etc.) use events in their own lives as subject matter to create an artwork (i.e., memory box, painting, collage) that reflects events in their own life. Standards 1ac, 2ab, 3ab, 4a, 5ab 3.2.5 Students review maps, charts, etc. to see how designers and cartographers use symbols to depict various elements within that map or chart; and design a map that depicts one's neighborhood or route to school using symbols that the student designs. Standards 2a, 3b, 5ac, 6d	3.4.1 Students discuss the history of figurative pottery (i.e., Pueblo story teller dolls & Kachinas, Peruvian stirrup vessels, etc.); describe the role of the dolls in the context of the story; review materials, techniques, and processes used in creating a three-dimensional ceramic piece; and after listening to an original Native American legend, write their own story based on a cultural event and create a figurative bowl in clay; and evaluate how well the piece symbolizes the main idea of the story. Standards 1a, 3ab, 4ab, 5a, 6b 3.4.2 Students viewing the works of various architects (i.e., Frank Lloyd Wright, LeCorbusier, Gaudi, etc.) discuss how architects design buildings with specific environments in mind; choose one specific environment (i.e., desert, underwater, north pole, etc.) and create a three-dimensional building from found objects which reflects the chosen environment; and use peer assesment (checklist, rubric, written critique, etc.) to evaluate how well the chosen objects and completed structure are integrated with the student's environment. Standards 1b, 2ab, 3ab, 5acd 3.4.3 Students keep a journal of favorite colors, motifs, shapes, etc. and describe how they might be used (i.e., in drawings, paintings, ceramics, printmaking, etc.) Standard 3b

VISUAL ARTS

CONTENT STANDARD 3: Content

Students will consider, select and apply a range of subject matter, symbols and ideas.

PERFORMANCE STANDARDS 5-8

Students will:

a. Consider, select from and apply a variety of sources for art content to communicate intended meaning.

b. Consider and compare the sources for subject matter, symbols and ideas in their own and others' work.

Grade 6	Grade 8
3.6.1 Students study the symbols and meanings behind traditional Western playing cards; examine a non-Western culture (i.e., Nigerian, Indian, Japanese, etc.) for symbols used in governmental hierachy and pageantry; create a new set of playing cards using technology (i.e., computer, photo, copier, etc.) incorporating symbols from the chosen culture; compare to traditional Western or American playing cards and evaluate changes or similarities in composition, emphasis, pattern, etc. Standards 1c, 2ab, 3ab, 4c, 5b 3.6.2 Students examine a variety of logos currently used; discuss which are most easily recognized and what elements and principles are clearly evident in these designs; discuss the physiological and psychological properties of color, shape, etc. which affect the viewer and how designers incorporate this knowledge with design principles to create an intended image and viewer reaction; create a new product or service and design a logo that will be reflective of the particular product/service's integrity, quality, recognizability, etc. and use peer evaluation for critique of logo's effectiveness on selected groups. Standards 1c, 2abc, 3ab, 5abe 3.6.3 Students discuss the universal meaning of various facial expressions across different cultures. Study artworks from different cultures to determine which visual cues and subtle variations are recognizable on a global basis for meaning, design and subject matter. Students will study specific techniques and styles used by a particular culture (i.e., Northwest Pacific totem masks, Kabuki Japanese theatre masks, Munch's expressive paintings and prints, etc.). Students will use the information to create three faces with unique expressions. Assemble work for display and have group participation in evaluating the effectiveness of the artworks in conveying meaning. Standards 1c, 2b, 3ab, 5bcde	3.8.1 Students given a theme such as "The Horrors of War", select #6 artwork from a variety of cultures and time periods for an art exhibit using photographs, prints, paintings, sculpture, and/or examples of children's artwork (i.e., samples collected after the Oklahoma City bombing, children from the Bosnian conflict, etc.); discuss universal meanings in art that cross over cultures and time, and reflect on the effect of media and technology on society's reaction to the theme; and discuss how each medium has had an effect on audiences and society. Standards 3ab, 4ac, 5ade 3.8.2 Students discuss the role of value and contrast using drawing media (i.e., charcoal, pencil, conte crayon, etc.) and have students use proportion to enlarge a small square section of a reproduction (i.e., Picasso's "Guernica", Kathe Kollwiz prints, etc.); view the finished grid project and the original reproduction in whole to discuss the role of content versus basic abstract elements; analyze how the artists convey particular feelings, emotions and ideas; and evaluate the aesthetic approach and role of content in this context. Standards 1a, 3b, 4b, 5de 3.8.3 Students design a personal symbol (i.e., such as Chinese inspired calligraphy, Egyptian cartouche, etc.) that represents their name and incorporate that symbol into a self-portrait. Standards 3ab

VISUAL ARTS

CONSTANT STANDARD 3: Content

Students will consider, select and apply a range of subject matter, symbols and ideas.

PERFORMANCE STANDARDS 9-12

Students will:

a. **Use, record and develop ideas for content over time.**
b. **Use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts and cultural and aesthetic values to communicate intended meaning.**

Grade 10	Grade 12
3.10.1 Students keep a sketchbook to record and develop visual and written ideas over time. Standard 3a 3.10.2 Students create a series of media squares, interpreting an organic object in six different ways such as realistic, abstract, impressionistic, surrealistic, expressive, and computer generated. Standards 1b, 2c, 3a 3.10.3 Students decipher and discuss opinions on the purpose of traditional and contemporary crafts within a variety of cultures and time periods; using the Internet as a source, choose four images from a variety of cultures and time periods using the same craft medium; and compare objects and determine and justify the role of function and artist's intent. Standards 3b, 4abc, 5a, 6a 3.10.4 Students select and assemble images for a picture file (animals, plants, machines, etc.) to be used as sources and ideas for artwork. Standards 3ab 3.10.5 Students study and research historical architecture from Western and Nonwestern cultures; and combine architectural images to represent characteristics of student's personality using a three dimensional medium in a functional form (i.e., birdhouses, funerary urns, cookie jars, etc.). Standards 1b, 3b,5a 3.10.6 Students develop a journal in which they collect, record and reflect on ideas, and use documentation of techniques and processes as a project is initiated, in progress, and upon its completion. Standards 1b, 3a, 5f	3.12.1 Students view, analyze, and discuss conceptual art such as creations by Christo, Skoglund, Guerrila Girls, etc.); brainstorm aesthetic issues for conceptual art; interpret the role of content in art; and debate and select important issues culminating in a group decision for a concept of focus to be created in an environmental installation to display with the school. Standards 3b, 4abc, 5cd 3.12.2 Students keep portfolio of ideas and works in progress from sketches to final product. Standards 3a, 5f 3.12.3 Students research an idea thoroughly such as still life to create a personal artwork using an individual's choice of ideas, symbols, processes, materials and techniques. Standards 1b, 3ab 3.12.4 Students create a body of work with a specific theme (i.e., alphabet); and using photography and bookbinding processes, create a finished piece. Standards 1ab, 3b 3.12.5 Students given a specific work (i.e., power) generate a two and three dimensional art project using appropriate medium to illustrate word or concept (the literary concept of connotation of a word); comment on thought and technique processes and compare work with that of other students in a group critique; and examine artists in relation to this concept (i.e., Juan Gris and Barbara Krueger). Standards 1ab, 3b, 4a

VISUAL ARTS

CONTENT STANDARD 4: History and Cultures

Students will understand the visual arts in relation to history and cultures.

PERFORMANCE STANDARDS K-4

Students will:

a. **Recognize that the visual arts have history and different cultural purposes and meanings.**
b. **Identify specific works of art as belonging to particular styles, cultures, times and places.**
c. **Create artwork that demonstrates understanding of how history or culture can influence visual art.**

Grade 2	Grade 4
4.2.1 Students analyze portraits as historical records to identify differences in the way people have been portrayed in various ages and cultures (i.e., Roman busts, Dorothea Lange photos, Chuck Close and Rembrandt paintings, Egyptian registers, etc.); discuss changes in media, point of view, fashion and facial expressions; and create an expressive self-portrait showing how they would like to be remembered in history. Standards 1abc, 2b, 3a, 4ab, 5c, 6d 4.2.2 Students analyze various architectural devices used by different cultures in time (i.e., Pueblo adobes, cliff dwellings, French palaces and castles, India's Taj Mahal, space station, and Frank Lloyd Wright's houses, etc.) and discuss construction, techniques and environmental roles. Standards 1b, 2b, 3a, 4ab,5a, 6d 4.2.3 Examine a variety of furniture (i.e., thrones, beds, tables, etc.) in different cultures and time periods; and discuss the roles of furniture within each culture and which design elements are shared or different. Standards 2b, 4a, 5ac, 6de	4.4.1 Students compare and contrast the patterns and motifs of western and non-western pottery (i.e., Greek, Mexican, Native American, Chinese, etc.) to determine how the ideas reflect the history of the culture in which they originate; and discuss the various functions of the ceramics within the cultural context. Standards 2a, 3a, 4ab, 5ab, 6de 4.4.2 Students examine artworks that honor heroes or exalted people (i.e., Washington Crossing the Delaware, David's "The Oath of the Horatii", Japanese Buddha sculptures, "Raising the Flag on Iow Jima," etc.); discuss how these people are represented in various cultures and what values are held heroic in different cultures and create an artwork of someone they feel is heroic. Standards 3b, 4a, 5ac, 6de 4.4.3 Students examine clothing and fashion in a variety of cultures and time periods; and discuss changing roles of clothes and fashion (i.e., armor, ceremonial robes, costumes, etc.) and how cultural attitudes affect design choices (i.e., color, pattern, texture, etc.). Standards 2b, 4a, 5a, 6de

VISUAL ARTS

CONTENT STANDARD 4: History and Cultures

Students will understand the visual arts in relation to history and cultures.

PERFORMANCE STANDARDS 5-8

Students will:

a. **Know and compare the characteristics and purposes of works of art representing various cultures, historical periods and artists.**
b. **Describe and place a variety of specific significant art objects by artist, style, and historical and cultural context.**
c. **Analyze, describe and demonstrate how factors of time and place (such as climate, natural resources, ideas and technology) influence visual characteristics that give meaning and value to a work of art.**

Grade 6	Grade 8
4.6.1 Students examine the role of public sculpture within a variety of cultures; compare and contrast styles, intent, and meaning within their individual context; discuss media, symbolism, and design choices and the visual impact on viewer from different cultures; examine current public controversies initiated by public art (i.e., "Tilted Arc" by Richard Serra In NYC, the Washington Monument, the Statue of Liberty, etc.); propose a design for a public sculpture for the school or town; evaluate designs and predict public reactions to sculpture proposals; and conduct a poll of affected audience to compare actual response with predicted results. Standards 2b, 3ab, 4ac, 5ac 4.6.2 Students research specific information on an artist of their choice and give a class presentation (i.e., oral, poster, written report, etc.) Standards 4bc 4.6.3 Students use recognition of different elements to identify works of art by culture or time period in an activity where students match artwork to one of four styles (i.e., High Renaissance, Impressionsm, Surrelism, Pop Art, etc.). Standards 2b, 4ab, 5b 4.6.4 Students evaluate a piece of artwork to understand and list how factors of context shape a work. Standard 4c	4.8.1 Students compare two artists that collaborated on a specific theme or piece of artwork (i.e., Braque/Picasso, Steightlitz/O'Keefe, Pissaro/Cezanne, Dada collaborations); using the idea of collaboration work in small groups on a shared project such as a large drawing or painting of the human figure; discuss roles of proportion, balance and unity within a piece composed by different artists; and critique works with criteria including use of media, elements, proportion, unity and cooperative group skills. Standards 2b, 4bc, 5b 4.8.2 Students work in small groups to examine an image and/or artifact; brainstorm to analyze and describe the culture, purpose, and materials that influence the meaning of the artwork; and explain how they interrelate. Standards 3b, 4a, 5a 4.8.3 Students examine art prints to discuss how government, religion and other societal values and structures affect the form and content of an artist's work. Standards 3a, 4bc, 5ac, 6ad 4.8.4 Students act as a curator and create a museum exhibit to display visual prints connected by artists, theme, culture, time period, etc. Standards 4ab, 6e 4.8.5 Students discuss the role of culture as a context for art; in two groups prepare a debate on whether art can be

Grade 6	Grade 8
4.6.5 Students compare and contrast two works of art with similar media and content created by a culture in two different eras. Standards 3b, 4abc	viewed independent of culture. Standards 4ac, 5ad

VISUAL ARTS

CONTENT STANDARD 4: History and Cultures

Students will understand the visual arts in relation to history and cultures.

PERFORMANCE STANDARDS 9-12

Students will:

a. **Analyze and interpret artworks in terms of form, cultural and historical context and purpose.**
b. **Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations and interpretations of meaning.**
c. **Compare works of art to one another in terms of history, aesthetics and culture, justifying conclusions made in the analysis and using these conclusions to inform their own art making.**

Grade 10	Grade 12
4.10.1 Students research a specific year and gather information on art, literature, music, social science, science and history/politics of that specific time period; and with the class, compile the resulting information to create an interdisciplinary cultural time line. Standards 4ab, 5a, 6a	4.12.1 Students study Picasso's use of African artwork and his separation of art from its context; after critical reading of several articles about the famous "Primitivism" exhibit at the Museum of Modern Art, debate the use of artwork separated from its context; identify what issues a Western museum curator needs to address when displaying work from a Non Western culture; address and explain several solutions to the problem of how to communicate a different aesthetic value system to an audience familiar with the Western/Greek aesthetic theories; and justify the position taken. Standards 4abc, 5c, 6ae
4.10.2 Students create an autobiographical piece using images and symbols which reflect their culture and ethnic background (i.e., assemblage or still life drawing using person objects). Standards 3b, 4b	4.12.2 Students research a specific artist, time period, art movement, or style and present to class. Standards 4a, 5ac, 6a
4.10.3 Students visit on the Internet three national and/or international museum web sites to develop a visual timeline of two and three dimensional artwork of one particular culture; and download the images to create a visual display that communicates information on the culture, historical context and purpose for creating artwork. Standards 4abc, 5a	4.12.3 Students view a contemporary artwork from a book, periodical, web site, local gallery, etc. and develop an art critique using criteria of content, design principles, and technique and compare with a criticism from a periodical. Standards 4ab, 5bcd
4.10.4 Students discuss the relationship of narrative art in a specific culture, (i.e., Chinese screens); compare organizational principles of Chinese artwork with traditional Western narrative works such as illuminated manuscripts; discuss and interpret the purpose of narrative work in each culture and how the story and image reflect their particular history; and research an event in American history and using an appropriate medium, depict the event or story in a narrative manner using words and images. Standards 1ab, 2a, 3b, 4abc, 5ab	4.12.4 Students compare and contrast the materials, techniques and processes of two different artworks such as da Vinci's *Mona Lisa* and Andy Warhol's *Thirty are Better Than One*; discuss the visual characteristics of each artwork and determine the aesthetic theory to which each piece belongs; justify these conclusions; and choose one aesthetic theory such as realism, emotionalism, or formalism to develop a self portrait.

Grade 10	Grade 12
4.10.5 Students analyze and compare the artwork of various artists such as Emil Nolde, David Alfaro Siqueiros, Dorthea Lange, Pablo Picasso, etc. to determine how history, culture, and societal values influence and affect the meaning of art; brainstorm how each artist conveys ideas and feelings,; and create a two dimensional artwork that is reflective of a current societal problem using personal symbols and ideas. Standards 3b, 4abc, 5a, 6a	Standards 2a, 4c, 5abd 4.12.5 Students discuss the role of ornamentation as a functional art piece and compare its use in two cultures (cameos in Western cultures and amulets in Egypt); analyze purposes of objects, media choice, and design principles; and based on this information create a functional art piece using symbolism. Standards 2ab, 3b, 5ab, 6a

VISUAL ARTS

CONTENT STANDARD 5: Analysis, Interpretation and Evaluation

Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

PERFORMANCE STANDARDS K-4

Students will:

a. **Identify various purposes for creating works of art.**
b. **Describe visual characteristics of works of art using visual art terminology.**
c. **Recognize that there are different responses to specific works of art.**
d. **Describe their personal responses to specific works of art using visual art terminology.**
e. **Identify possible improvements in the process of creating their own work.**

Grade 2	Grade 4
5.2.1 Students after manipulating drawing tools (i.e., pencils, pens, crayons, found objects, etc.) to create a series of lines that vary in quality (i.e., width, length, movement or direction, etc.) discuss finished lines with peers to interpret ideas, emotions and implied images. Standards 1bc, 2c, 5bcd	5.4.1 Students compare and contrast works of art made possible by technical innovation (i.e., computer generated art and photography, etc.) with work done in traditional media (i.e., painting, drawing, etc.); and discuss shared principles of composition and unique use of elements in each work. Standards 1ab, 2a, 5ab, 6cd
5.2.2 Students compare and contrast two paintings that use the same theme but focus on different elements (i.e., landscapes by Cezanne versus a Ming Dynasty, Chinese work versus Grand Moses, etc.); identify major elements (i.e., color, line, pattern, etc.) from each painting and discuss how the artist uses elements to communicate feelings, thoughts and dideas. Standards 2a, 4a, 5abc	5.4.2 Students compare and contrast two works of art, with similar theme and subject matter, done in different time periods (i.e., Picasso's "Gertrude Stein" versus da Vinci's "Monia Lisa", Deborah Butterfield's "Horses" versus Remington's bronze sculptures, etc.); discuss which elements and principles are used by each artist; and review and discuss the cultural and historical context in which each artwork was created and how that context influenced the artist. Standards 2ab, 4a, 5bc
5.2.3 Students after creating a self-portrait utilizing a variety of media (i.e., construction paper, tissue paper, cardboard, found objects, paint, etc.); discuss successful use of elements (i.e., line, shape, form, etc.); and compare and contrast portrait to work created by artists (i.e., van Gogh, Picasso, Rembrandt, etc.). Standards 2a, 5bc	5.4.3 Students discuss the role of fantasy and imagination in art throughout various cultures and time periods, and compare and contrast works that utilize fantasy and imagination as subject matter) i.e., Salvador Dali, Chinese dragons, M.C. Escher, etc.). Standards 3a, 5cd, 6be
5.2.4 Students compare and contrast an artwork by two artists (i.e., Mary Cassatt, Henry Moore, etc.) one painting and one sculpture with the same theme (i.e., family); construct a 3-dimentional piece (i.e., using papier-mache) portraying a theme (i.e., parent/child); and use a critique format to identify improvements (i.e.,	5.4.4 Students discuss the role of writing in art; examine a variety of writing samples and symbols (i.e., Egyptian hieroglyphics, Gothic letters, Chines calligraphy and modern typefaces, etc.) and respond to design elements

Grade 2	Grade 4
structure, craftsmanship, etc.) that need to be made. Standards 5cde	and principles; explore the role of technology in creating type and fonts (i.e., Guttenberg press, computer font programs, etc.); create their own font utilizing technology or traditional media; and describe advantages, possibilities and limitations with each medium. Standards 1ab, 3b, 4a, 5ab, 6bde 5.4.5 Students after creating the third in a series of five contour drawings of the same subject matter (i.e., hand, shell, tool, etc.), compare and contrast the first and third drawings to analyze skill development and discuss areas for possible improvement, then continue with series. Standards 5cde

VISUAL ARTS

CONTENT STANDARD 5: Analysis, Interpretation and Evaluation

Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

PERFORMANCE STANDARDS 5-8

Students will:

a. **Compare and contrast purposes for creating works of art.**
b. **Describe and analyze visual characteristics of works of art using visual art terminology.**
c. **Compare a variety of individual responses to, and interpretations of, their own works of art and those from various eras and cultures.**
d. **Describe their own responses to, and interpretations of, specific works of art.**
e. **Reflect on and evaluate the quality and effectiveness of their own and others' work using specific criteria (e.g., technique, formal and expressive qualities, content).**
f. **Describe/analyze their own growth over time in relation to specific criteria.**

Grade 6	Grade 8
5.6.1 Students create a "value hierachy" of 5 art reproductions and justify their choices through objective and subjective criteria; respond to how certain media, style, or subject matter affected their choices; discuss the role of gallery or museum curator in the contemporary art field and how that role has changed through history; discuss how subjective opinions changed regarding art which is critically acclaimed or rejected during different time periods, and how artists reacted to changing standards of criticism and public aesthetics. Standards 4c, 5ad, 6de	5.8.1 Students examine teapots, cups and other utilitarian items from various cultures for the combination of form and functions in arts and crafts (i.e., Japanese tea sets, Oppenheim's "Furlined cup", and contemporary American crafts); compare the use of pattern, color, material, repetition, line and symbolism in works from different periods, and cultures; and design and construct a functional object such as a teapot that incorporates a specified use of elements and principles to convey a particular theme. Standards 2ab, 4a, 5adc, 6d
5.6.2 Students discuss, analyze, interpret and evaluate the progression of a known artist's work over an extended period of time (i.e., Mondrian's evolution from realism to abstraction, Jackson Pollock, Monet, etc.). Standards 4b, 5bcd	5.8.2 Students research a specific artwork and write a personal response based on description, analysis, interpretation and evaluation (i.e., artist's use of elements and principles). Standards 2b, 5bd
5.6.3 Students create a series of drawings on a specific theme (i.e., portraiture, still-life, etc.) over an extended time period and evaluate their progression through the series based on a specific criteria of process (i.e., development of proportion, direct observation and attention to detail, use of value, etc.). Standards 2ab, 3ab, 5bdef	5.8.3 Students create a "growth" portfolio where they select a piece from earlier in the year and one that demonstrates growth in that same medium; justify why each piece was chosen; and explain evidence of progress (i.e., technical proficiency, attention to detail, more complex structure, etc.). Standards 5ef

Grade 6	Grade 8
5.6.4 Students compare and contrast different prints of artwork; select pieces they like subjectively and support their choices using vocabulary of the visual arts (i.e., terms of subject matter, elements and principles, etc.). Standards 3b, 5bd 5.6.5 Students compare the description, analysis, interpretations and evaluation statements of art critics for a particular piece of art; and identify differences between objective and subjective statements (i.e., opinions, judgements, observations and facts). Standards 5bcd, 6d	5.8.4 Students discuss and explain who decides if an artistic work (i.e., painting, drawing, installation, etc.) is art (i.e., the artist, museum curator, art, critic, viewers); compare two selected criticisms which present differing views of a chosen work of art. Standards 5acd, 6e 5.8.5 Students debate the concept of functional art and the point at which the functional piece becomes "art" (i.e., students may discuss works of Dada artists such as Duchamp or works by contemporary artists like Rauschenburg). Standards 3ab, 4a, 5ae 5.8.6 Students describe a reproduction of an artwork using art vocabulary; reproduce descriptions by each student; and have class match descriptions to displayed reproductions. Standards 2b, 5bd

VISUAL ARTS

CONTENT STANDARD 5: Analysis, Interpretation and Evaluation

Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

PERFORMANCE STANDARDS 9-12

Students will:

a. **Research and analyze historic meaning and purpose in varied works of art.**
b. **Reflect critically on various interpretations to better understand specific works of art.**
c. **Defend personal interpretations using reasoned argument.**
d. **Apply critical and aesthetic criteria for the purpose of improving their own works of art (i.e., technique, formal and expressive qualities, content).**

Grade 10	Grade 12
5.10.1 Students in the beginning of the course draw a specific still life object; near the end of the course, repeat the same subject as the drawing and compare the two pieces to analyze growth. Standard 5f	5.12.1 Students organize an annotated portfolio of 8-10 exemplary works (two dimensional and/or three dimensional) which creatively expresses the student's feelings and understandings in a variety of media. Standards 5ef
5.10.2 Students research and collect images of shoes; analyze how design elements and function combine and compare to historical examples (i.e., Dutch shoes, Japanese slippers, American funky 70's platforms, Native American moccasins, etc.); use contour drawings and research to create a drawing and then a three dimensional construction of a shoe incorporating personal symbols, and evaluate similarities and differences to initial sketch and self reflect on their development during this process. Standards 4ab, 5ab	5.12.2 Students write a four part essay on a specific artwork corresponding to the rules of art criticism; and justify conclusions (describe, analyze, interpret, evaluate.). Standards 5abcd
5.10.3 Students keep a portfolio of ideas and works in progress from sketches to final project which include self, peer, and teacher assessments. Standards 3a, 5ef	5.12.3 Students select a finished work from their portfolio; research art history periods and aesthetic viewpoints which relate to chosen piece, and using visual art terminology and researched information, explain and justify conclusions. Standards 4a, 5abd
5.10.4 Students study an art movement such as Cubism; role play as if he/she was a member of this movement and create an artwork which will be justified and defended as being characteristic of this movement. Standards 4a, 5ad	5.12.4 Students maintain a journal of drawn and written ideas throughout a course of study. Standard 5f
5.10.5 Students using an aesthetic theory as a criteria, debate several solutions including editorials, critical writings, etc., to an aesthetic problem (i.e., Should tax money be used to exhibit a public sculpture at a correctional facility?).	5.12.5 Students analyze a work in progress by another student from a different class; apply *Post-It* notes to various areas of the work to record constructive critical responses to use of elements of art and specific principles of design; and respond to completed work through a short essay assignment. Standard 5b
	5.12.6 Students organize electronic visual images (digital camera) of a work through its process from initial sketch to final product; and supplement with written text using appropriate terminology to explain process and justify

Grade 10	Grade 12
Standards 5cd, 6d	design transitions. Standards 1a, 2abc, 3a, 5bdef

VISUAL ARTS

CONTENT STANDARD 6: Connections

Students will make connections between the visual arts, other disciplines and daily life.

PERFORMANCE STANDARDS K-4

Students will:

a. Identify connections between characteristics of the visual art and other arts disciplines.
b. Identify connections between the visual arts and other disciplines in the curriculum.
c. Describe how the visual arts are combined with other arts in multimedia work.
d. Demonstrate understanding of how the visual arts are used in the world around us.
e. Identify and recognize that visual works of art are produced by artisans and artists working in different cultures, times and places.

Grade 2	Grade 4
6.2.1 Students examine the elements (i.e., shape, line, color, etc.) in fabric design from various cultures (i.e., Navajo weavings, Japanese kimono, rugs or early American quilts, etc.); and create a fabric pattern using a personal design to be stamped (with sponge vegetable, styrofoam, eraser, etc.). Standards 1b, 2abc, 3ab, 4a, 5ab, 6de	6.4.1 Students examine the role of the visual image in contemporary advertisement; explore how designers and artists use images to manipulate and persuade (i.e., color, size, familiar content, etc.); and select one example of an ad and describe how the visual image is intended to persuade. Standards 2ab, 5ab, 6d
6.2.2 Students with the help of librarian/school media specialist, locate a book of poems on family, pets or hobbies; read aloud and share poem with classmates; and create a personal interpretation (i.e., drawing, painting, etc.) of the poem. Standards 1c, 3ab, 5c, 6ab	6.4.2 Students after attending an arts career day in which actual artists and designers relate daily responsibilities and activities, compare three different ideas. Standards 5a, 6de
6.2.3 Students examine the role of direct observation in both science and art; point to artists whose subject matter shows close observational skills and attention to detail (i.e., Durer, O'Keefe, Beverly Doolittle, Chinese prints, da Vinci drawings, etc.); complete an artwork based on direct observation (i.e., drawing from natural objects such as leaves, flowers , shells, animals, or pets, etc.). Standards 6abcd	6.4.3 Students research an artist's life to be developed into a dramatic presentation for video or multimedia production (i.e., Powerpoint program, etc.). Standards 1c, 4abc, 6bc
6.2.4 Students working in collaboration with a group of teachers (i.e., art education, physical education, music education, media specialist, etc.) create a video/multimedia work in which students artistically interpret music through artwork and movement. Standards 6abc	6.4.4 Students create a quilt using geometric patterns and shapes to form interesting combinations of squares. Standards 2ab, 4a, 6bde
	6.4.5 Students design a family heirloom book to house special memories (i.e., repousee metal tooling cover, computer technology, etc.); investigate historical illuminated manuscripts and scrolls and other written texts from western and non-western civilizations; and compare and contrast for similarities and differences and how technology has influenced changes. Standards 1a, 4ac, 5a, 6abc

VISUAL ARTS

CONTENT STANDARD 6: Connections

Students will make connections between the visual arts, other disciplines and daily life.

PERFORMANCE STANDARDS 5-8

Students will:

a. **Compare the characteristics of works in the visual arts and other art forms that share similar subject matter, themes, purposes, historical periods or cultural context.**
b. **Describe ways in which the principles and subject matter of other disciplines taught in school are interrelated with the visual arts.**
c. **Combine the visual arts with another art form to create coherent multimedia work.**
d. **Apply visual arts knowledge and skills to solve problems common in daily life.**
e. **Identify various careers that are available to artist.**

Grade 6	Grade 8
6.6.1 Students study furniture design over several time period and cultures (i.e., Baroque, Dada, Bauhaus, Japanese, etc.) and discuss the varied use of elements, principles, media and symbolism and form used in conjunction with the furniture's role as a functional object; design and construct a chair based on sketches that reflect their individual personality through chosen symbols, design elements and principles; and evaluate chair based on sketches that reflect their individual personality through chosen symbols, design elements and principles; and evaluate chair from sketch stage through model construction and discuss the roles of form and function. Standards 2c 4a, 5abef, 6ab	6.8.1 Students describe how scientific achievements in chemistry and materials have contributed to art materials and what effect these have had on artists' work (i.e., acrylic paints, paint tubes, etc.); choose one art advancement and focus on the particular history such as the innovations in plein air painting by the Impressionists made possible by the ability to carry paint in tubes outdoors; create their own pigment through grinding or construct a handmade piece of paper to use in their own unique artwork and compare the advantage and limitations with both commercial and handmade art supplies. Standards 1c, 4c, 6bd
6.6.2 Students compare two advertisements for a similar product (i.e., Coke and Pepsi, Cadillac and Ford, etc.); explain how each uses art elements and design principles to persuade the viewer; and choose the ad which is more effective and justify reasoning through art vocabulary. Standards 5bd, 6bd	6.8.2 Students evaluate and explain through research why a particular art image (i.e., Holbein's "Henry VIII", Modrian's "Broadway Boogie Woogie", etc.) was used in a textbook from a different academic discipline (science, math, etc.). Standards 4b, 6b
6.6.3 Students examine in depth one period of art and what concurrent events took place in the other art forms (i.e., music, literature, dance, drama, etc.) as well as events in other disciplines (i.e., science, math, politics, etc.); and discuss relationships between disciplines. Standards 4b, 6ab	6.8.3 Students trace the evolution of jazz music and early modernism in art discussing the parallel focus of each art form toward pure elements and non-objective subject matter; compare examples of classical music against jazz selections along with classical or neo-classical paintings against early abstractions of the 20th century; and create

Grade 6	Grade 8
6.6.4 Students write an expressive poem about a specific human sense (i.e., touch, smell, taste, etc.) then illustrate the poem using mixed media. Standards 6bc 6.6.5 Students research an art career and describe the daily activities of that career. Standard 6e 6.6.6 Students examine the role of interior designers and examples of a variety of interior spaces; create a collage or montage of an interior space to solve a design problem (i.e., color, balance, emphasis, movement in space, etc.). Standards 2a, 6de 6.6.7 Students use rulers to measure out and divide a piece of paper using the "rule of thirds" to determine a compositional structure and place a focal point. Standard 6b 6.6.8 Students compare the paintings and theatre stage designs of artists working in both mediums for stylistic similarities (i.e., Miro, Hockney, Picasso). Standards 6ae	an artwork based on their favorite style or piece of music, justifying choice of elements and media to represent identical moods, emotions and intent. Standards 1c, 2a, 3a, 4c, 6a 6.8.4 Students compare a work of art with a work of literature that use the same theme (i.e., Haiku poems and Japanese Sumi-e painting). Standard 6b 6.8.5 Students research an art career (i.e., photographer, architect, graphic artist, etc.) and present information to the class. Standard 6e 6.8.6 Students create a drawing utilizing one-and-two-point perspective. Standard 6b 6.8.7 Students develop a costume/uniform for a specific purpose (i.e., space mission, sports team, sea diving, etc.) incorporating both functional and aesthetic elements. Standard 6d 6.8.8 Students create a state setting for a dramatic or musical event. Standards 6ac 6.8.9 Students examine the relationship between a visual artist and an artist in another area whose work is connected (i.e., William Carlos, Williams & Charles Demuth) or an artist who works in two separate artistic mediums (i.e., E. E. Cummings, William Blake, etc.). Standards 3b, 6ab 6.8.10 Students examine the patterns and designs used in Japanese textiles; create a line of fashion designs based on Japanese kimonos which focus on figure proportion. Standards 4b, 5a, 6b

VISUAL ARTS

CONTENT STANDARD 6: Connections

Students will make connections between the visual arts, other disciplines and daily life.

PERFORMANCE STANDARDS 9-12

Students will:

a. **Analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style.**
b. **Compare the process of creation used in the visual arts with the process of creation used in the other arts and non-arts disciplines.**
c. **Create and solve interdisciplinary problems using multimedia.**
d. **Apply visual arts knowledge and skills to solve problems relevant to a variety of careers.**

Grade 10	Grade 12
6.10.1 Students investigate the music and architecture from the Baroque period; working as part of a group, locate and record a musical composition by a Baroque composer and research the work of several architects using technology to obtain the visuals; and synthesize information to create a visual, oral and sound presentation for the class. Standards 4b, 6ac	6.12.1 Students work with members of another department to develop an interdisciplinary lesson based on a theme (such as celebrations or initiation rites, etc.); view a variety of masks from different cultures used in these social events; evaluate how the mood, natural materials, and the purposes affect the visual character of the piece; create a three dimensional mask or ceremonial piece based on a celebration or initiation; choose materials and a color scheme that reflects personal symbolism and ideas; and present to class. Standards 3b, 4bc, 6bc
6.10.2 Students assume the role of an art critic; describe, analyze, interpret, and judge the works of a particular artist; compare with news releases; and investigate the training and skills necessary to be a successful art critic. Standards 5c, 6e	6.12.2 Students redesign a familiar object from daily life (telephone, backpack) in a new way with alternative materials. Standard 6d
6.10.3 Students visit art school on the Internet to find three schools or programs of study; choose one school that he/she might want to attend and compose a letter explaining why he/she selected that school. Standards 6be	6.12.3 Students choose an art major of interest and locate two schools offering that program; list the courses required and recommended at each school; prepare a table or graphical analysis of different statistics of the table or graphical analysis of different statistics of the school such as student/teacher ratio; and compare and analyze the results of student's graphical analysis. Standards 6bcde
6.10.4 Students study the work of Henri Matisse with a focus on jazz and dance; and incorporate dance, music, and art in a presentation (i.e., video). Standards 6abcd	

Grade 10	Grade 12
6.10.5 Students compose a creative writing piece in which you have dinner with an artist in a different time period (i.e., New York in the early 70's at the St. Regis Hotel to have dinner with Salvador Dali); describe what the person would wear, order and talk about over the meal; and use researched historical information about the person and the context so it is accurate in content. Standards 6bc 6.10.6 Students review the historical background of the Golden Mean and relate the geometric principles to the works of Piet Mondrian in order to develop a composition in paper incorporating the concepts of line, color, shape and proportion. Standards 2ab, 5a, 6ab 6.10.7 Students compare and contrast packaging for two similar items; discuss how visual art elements affect the viewer; and design an alternate packaging for a similar product based on research of the product and consumer use. Standard 6d	6.12.4 Students shadow a professional artist, photographer, graphic artist, etc. for a day or conduct an interview; and keep a written record of activities the artist encounters in a typical day related to this occupation. Standards 6de 6.12.5 Students use technology to create business cards, letterheads, brochures, envelopes, and logos; and use interdisciplinary links with English and Business classes to prepare a cover letter and resume. Standards 1a, 6bcde 6.12.6 Students create a "web site" for the Internet combining art, animation, music, video, etc.; explore different web site designs and the career possibilities given the technology opportunities on the Internet. Standards 6bcde 6.12.7 Students use techniques and processes of mixed media to develop an image which stylistically correlates with a period in music; design a cover for a music program which features the early 20th century music of Stravinsky illustrated with a cubist influence; and evaluate and select the final image to be printed based on criteria formed thorough consultations with school and community professionals. Standards 4c, 6abc